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ABSTRACT

This research had a two-fold purpose: (1) to assess the need for a labor studies program at the community college level; and (2) to consider the advisability of including within such a curriculum a cross-section of adult/family/worker-oriented counseling and guidance courses. The study employed a questionnaire completed by union delegates, which was designed to assess their educational interests. Specifically, the survey determined their interest in lab studies, earning an associate degree in labor studies, various content areas such as union administration and collective bargaining, and in areas of guidance and counseling such as youth counseling and social services availability. The results demonstrated significant interest in pursuing coursework in both labor studies and guidance and counseling. The incorporation of counseling courses within a labor studies program was thus provided support. (SJL)

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THE ROLE OF
COUNSELING IN AN ASSOCIATE DEGREE IN LABOR STUDIES PROGRAM:
COUNSELING IN A WORK-ORIENTED SETTING

ED131392

(the importance of including Counseling courses within the curriculum of the Associate Degree in Labor Studies Program at the Community College level)

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FORWARD

As you read this study about labor education, you may recall as I do, that there are very few postsecondary institutions today, who can point to accredited programs in the area of labor studies leading to recognized academic degrees. And yet, there are more than eighteen million union members in the United States and several millions more in Canada today, who constitute the greatest student potential for continuing adult education ever known to our society.

I believe that adult labor education, contained within the umbrella of those twin harbingers of hope: Career Education and Lifelong Continuing Education, is certainly an idea whose time has finally come. Most assuredly, it spells new horizons of opportunity in Labor Education.

With the dawn of new and hopeful concepts of education as seen through the eyes of the "lifelong learner", must come the necessary sunset of some old and outdated approaches and procedures too long a part of the educational institutions in society. Among these anachronistic tenets clogging the free-flow of education within our total society, are such things as the widespread acceptance of education as a "terminal" process. Education cannot and must not cease with the attainment of a diploma or a degree. People change jobs several times during their working lives. As their work changes, so--too must their degree of knowledge and skills necessary to fit them into their changing work positions and status.

Tracking students, especially workers and their children, into non-college prep-type courses at the secondary level of education, is a tremendous social and economic waste. In a world of finite resources and diminishing supplies of the natural energy sources that keep the wheels of industrial society turning, continuing adult education on a perpetual basis no longer belongs to any luxury status, but is a vital social need as basic as any other.

Adult workers respond negatively to "lecture-oriented" types of teaching methods and techniques common to practically all institutions of learning today, from elementary schools through doctoral dissertations.

Adult workers have neither time nor patience for the anachronistic, highly competitive academic world of "grades" as an end to themselves. They rightly view such measures as a medieval carry-over whereby a questionable combination of the "lecture-and-grading-system" approach offers a carrot-and-stick formula to education. Adult workers do and will respond affirmatively to those kinds of teaching situations, methods and techniques

which recognize that they too, with all their accululative living and working experiences, have something positive to contribute to a class, a course of instruction, and to the instructor up there in front of the room.

This study by a UAW Education Department representative deals solidly with the challenge and opportunity facing all postsecondary institutions of higher learning today. Accepting adult education through accredited degree programs for union leaders and rank-and-file members with that same high level of concern and effort, as they train lawyers, doctors and industrial relations personnel, should be a proper university challenge.

Union leadership is a responsible and highly skilled profession. Union leadership fills an obvious, essential need in a democratic society. Unions have a high, positive proportion of capable, dedicated, concerned and faithful leaders at both the local union, regional and national levels of leadership responsibility. And, who can minimize the great social, economic, political and moral contributions made to society by the responsible union leaders!

We believe that a great need exists in society today to offer to the union leaders and all interested union members, the opportunities to study, improve their skills in areas of service to their brother and sister workers, and their families. We believe that guidance and counseling skills apply to the workplace as well as the schoolroom. New insights for educators in these areas may be found in the Labor Studies degree-granting programs.

We believe there exists a great need to know as much about such work-oriented things as: contract bargaining, union administration, arbitration, time study, and all other union leadership skills as possible. Since, so great a proportion of union leadership services to members and their families consist of helping to solve problems-of-living outside their workplace, guidance and counseling skills must be expanded to meet the needs of adults, as workers and citizens. Such knowledge exists in postsecondary institutions. We must make it available to union members. We should begin at the community college level, and not make the worker/student who wants to gain such skills wait until he or she declares an undergraduate major or becomes a graduate student.

Adult workers-as-students offer postsecondary institutions both their greatest challenge and opportunity, today. Meeting this labor-oriented educational need can be a mutually rewarding experience. This study identifies such needs and offers some constructive suggestions for meeting those needs. As such, it may well provide a valuable guide for those educators whose interests include the broad and varied area of Labor Education.

Chapter I.

INTRODUCTION : Defining The Problem Area

It has been an obvious fact of life in the United States for several years that it is becoming increasingly difficult for workers entering the labor force to climb the career ladder to opportunity and income security. Most often, the reason for this is a lack of basic education. This deficiency not only makes the worker ineligible for better paying jobs within the hierarchy of the workplace itself, it prevents the worker from entering programs that will improve his skills and upgrade his chances for broadening his base of knowledge in such a manner as to open up new vistas of job opportunity and occupational skills.

In 1966, a survey of adult workers enrolled in the two-year Labor Studies program at Wayne State University was made of those in the "graduating" class. This class consisted of those local union leaders of several different Detroit area unions who had completed the two-year, non-credit program at Wayne State University, and was initiated to determine the advisability of planning for further labor studies in a credit-granting program.

The results were pleasantly astonishing. Of the 110 students surveyed, all but eight percent indicated their interest in enrolling in an accredited labor studies program that would at least lead to an Associate Degree in Labor Studies. Seventy-five percent said they would be willing to meet the college requirements and standards in order to enroll in such a labor studies program, with a major in the American Labor Movement.

The reasons for such survey results are obvious enough, when one considers that contract language, administration of such language on a day-to-day basis, arbitration procedures and collective bargaining, itself, are far more complex today than at any previous time in the history of union-management relations. Further compound this problem by the addition of local working agreements to the national agreements on a corporation-wide basis, and the insurance, pension, supplemental unemployment benefits, health and safety and new equal opportunities agreements, and the greatly increased number of worker/family-related needs that exist concurrently with the

worker/workplace needs, and high among the total needs of the worker and his family are counseling needs. In fact, worker counseling needs are of such a diverse and varied scope and magnitude that a whole new area of counseling may be in the offing for colleges of education on the nation's campuses.

Nor is upward mobility alone the determining factor in any educational institution which seeks to deal with workers' problems. Of equal importance is the outward mobility: the personal satisfaction that comes with a broadening of the workers' total human horizons, that can come only with and through higher educational opportunities.

The Labor Education Center of the University Extension Division of Rutgers University, the State University of New Jersey, under the able direction of Dr. Herbert A. Levine, Director of the Center, did a survey in 1972, the results of which were subsequently published in July, 1972. The survey dealt with the foregoing subject. Among the results of this survey, it was discovered that workers would respond to surveys of educational interests with management and union approval and with personal advice from their peers and would use educational facilities when they learn what is available and when enrollment is explained and simplified. The surveyists also found that workers would seek to improve their education without additional stipends or promises, that minority groups can be reached and showed an unusually high response. They found that workers' families could also be reached and helped, that educational advancement alone was ample reward for many of the workers whom they surveyed and, perhaps most important, workers could be stimulated to continue their education although they did not advance in jobs right away.

In other words, contrary to many academic hypotheses, workers were able to relate to the values of delayed gratification in establishing their goals, and were not necessarily concerned with the immediate gratification syndrome often attributed to blue collar workers in goal-seeking situations.

From the viewpoint of the basis of this study, the effect of counseling is perhaps equally, if not more important.

The survey determined that qualified counselor candidates could be found in the work force. It determined that counselors could be trained for this kind of project; they could function quite effectively in recruiting, referring and enrolling their fellow workers in classes; they can work very effectively with miniority groups, especially if they, themselves were members of the same ethnic group; more time and availability would make their jobs easier and, of course, produce better results, and that the results of their counseling for long-range goals were inconclusive to the point that a need to train them to be counselors at the professional level was necessary.

This immediate study then becomes two-fold in nature:

1) to establish the need for a Labor Studies Program;
2) to establish the need for a guidance and counseling program within the curriculum of such Labor Studies Program.

The need for a credit-granting program, leading initially to a two-year Associate Degree in Labor Studies at the Community and Junior College level has long been known, and is presently coming to fruition in several community colleges from coast-to-coast throughout the United States. The need to include guidance and counseling within the total spectrum of the labor studies curriculum is at the same time equally obvious and less tangible to define than any specific subject in labor studies.

The need, however, to establish guidance and counseling work in a work-related orientation is great, and increasing. Such areas of worker concern from a family viewpoint are:

1) youth counseling;
2) consumer problems;
3) urban problems;
4) pre-retirement counseling;
5) post-retirement counseling;
6) vocational and rehabilitation counseling;
7) social services available to workers and their families

and it is from this viewpoint and upon this basis this study is submitted.

While many schools of education in many colleges and universities seek to train counselors to deal with essentially school-related problems and have to do largely, therefore, with the guidance and counseling of students at the elementary, secondary and post secondary levels (in the sense that colleges are post secondary, and not in the sense that the term refers to adults above high school age), the areas above denote a large and growing area of adult needs that demand attention in the form of counseling services.

Insofar as guidance and counseling skills, methods and techniques are expanded to encompass these broader areas of citizenship needs in every community, it would seem that the development of counseling skills to provide a wide range of services in such areas would not only add to the enhancement of counseling as a profession but would certainly contribute to a higher status.

In a statement issued in September, 1974, Carroll M. Hutton, Director of the International Union Education Department, UAW, stated a threefold purpose of the labor studies program, in these terms:

1. To provide a broader understanding and perspective of economic, social and political problems of our society and the role which workers and unions should play in it;

2. To provide educational opportunities for individual growth and advancement; and

3. To equip members of labor organizations with technical skills needed to exercise their union and civic responsibilities, especially those arising in urban areas.

This study addresses itself to the hypothesis that a labor studies program offered to workers at the community college level, initially, in the form of an Associate Degree in Labor Studies, and transferable thereafter with full credit to a four-year baccalaureate program in labor studies at the college/university level, is both practical and necessary.

The study further addresses itself to the hypothesis that workers will enroll in a program that includes sufficient courses in the area of labor studies per se that will increase their knowledge and skills in this area. In

the liberal arts and guidance and counseling areas, such technical and diverse academic skills can also be included within the totality of the labor studies curriculum, to the advantage of both workers, academic faculty and the higher institutions of learning concerned and involved in such programs.

The question is: "Can guidance and counseling techniques and methods be applied to the content of a labor studies curriculum on an equal basis with all other studies in that curriculum in the order of importance?"

The answer this study will seek to establish beyond a reasonable doubt is that in a labor studies curriculum that offers both labor subject matter per se and guidance and counseling courses based upon the six criteria offered in Chapter I of this study will find an equal interest in the latter area as in the former.

One of the areas referred to in the listing of counseling subject areas is in the field of post-retirement counseling. An excellent example of such counseling teaching areas is that listed in the 1974-75 Catalogue of Courses of Dundalk Community College, in Baltimore, Maryland (pp. 37-38):

> "A 1974-75 Research Grant at Dundalk Community College successfully demonstrated that para-professionally trained debt, nutrition and medicare counselors can make significant contributions to the improvement of people's lives. This fact, coupled with the national trend toward improving and expanding human services for America's growing population has brought about the development of two unique Associate in Arts degree programs and two certificate programs to train para-professional counselors in financial and gerontological counseling programs.
>
> "Students specializing in financial counseling will be able to plan nutritional menus with various budgets, and teach families how to plan menus within a budget; prepare menus for families of low income; assist the family to develop a plan for money management based on need; explore the causes of personal bankruptcy and installment buying; cite reasons for indebtedness, prorate debts; develop awareness of and teach others information concerning the Truth in Lending and the Fair Credit Reporting Act, and utilize the Hawyers Plan and demonstrate ability to teach others to use this plan.

"Students specializing in gerontological counseling will be able to list the principles of nutrition and calculate the nutritive value of food; plan menus for persons with special diets; list ten specific problems that beset senior persons; identify the social institutions utilized by senior persons; demonstrate ability to function as a change agent with social institutions; demonstrate ability to teach arts and crafts activities for senior persons; list and discuss athletic and recreational activities for senior persons, and demonstrate ability to advise senior persons in need of services.

"The learning program is constructed around a core of five courses which must be studied by all para-professional counseling students. They are PSY 155 Introduction to Counseling, PSY 256 Practicum in Counseling, SOC 103 Introduction to Community Resources, SOC 113 Sociology of Consumer Behavior and PSY 201 Group Dynamics. In addition, students will be required to take general college electives and courses focusing on their chosen counseling specialty."

Certainly the program being proposed above, as cited from the Catalogue of Courses from Dundalk Community College gives a good indication of what is possible in just one of the several areas of concern of this study: that of post-retirement counseling.

This is not to say that incorporating a guidance and counseling program within the curricula structure of a broad-based Labor Studies Program, either within the context of a two-year Associate Degree program or a four-year baccalaureate program would not contain an ongoing relationship to student counseling as it is normally practiced at such higher institutions of learning. Indeed, the influx of workers/students in gradually increasing numbers would appear to increase the overall need for more counselors.

Little or no effort has yet been made to determine the need to establish and include guidance and counseling courses for workers. Yet, the need has always been there.

In every international union, and especially in local unions which are one hundred percent community based, there are community services committees, pension committees, insurance committees, veterans committees, women's and fair practices and anti-discrimination committees, retired workers

councils and social services committees. In each of these instances, these committees are largely voluntary committees, comprised of volunteer workers, donating their own time and efforts towards meeting the needs and obligations of their members, above and beyond the needs of the workers at the workplace, itself.

The work they do is self-rewarding, in that it gives such volunteers the satisfaction of helping their fellow workers and their families. Most of what they have learned by way of expertise and knowledge in handling such counseling matters, they have learned through years of actual experience-in-doing.

How much more capable they would become, how easier their jobs would be, how improved their functioning and how many more cases they could settle, if they could combine their present skills and desire to work in these largely voluntary local union roles, with the philosophical underpinnings of counseling from such professional studies as those made available at colleges of education where Carkuff and Rogers' methods could be studied, absorbed and applied.

Previous studies as to the feasibility of combining guidance and counseling courses with labor studies courses in a Labor Studies Degree program have only recently been undertaken by the writer, and this study addresses itself to them.

Chapter 2. RELATED RESEARCH

The basic question involved in this study seeks to determine the need to include guidance and counseling courses as an integral part of a labor studies curriculum in an Associate Degree in Labor Studies program at the two-year, community college level.

In order to apply the skills and techniques involved in guidance and counseling for workers and their families in a work-oriented setting, it is necessary to identify those areas wherein counseling could be applied to membership problems, in an effort to help find solutions to them.

Most unions have the following kinds of committees whose function it is to assist the member and his family with "outside the workplace" type of problems.

Community Services Committee

The Community Services Committee performs the all-important task of getting help for members and their families in time of need. These committees work through public and private organizations to assure that these problems faced by members in emergency situations get the needed help. These are the committees which generally handle the strike insurance benefits when local unions are forced to use their economic strength. In this, and other periods of crises involving members and their families, community services committees serve as guidance and liason agents for members with various social services agencies.

Consumer Affairs Committee

This committee works to inform the union members and their families in the entire area of consumer education and consumer rights. This committee is not only concerned with fair prices and quality products in the marketplace, as it affects the purchasing power of union families, but is equally concerned with honest pricing and advertising practices and the continuing improvement of customer services. Safe products, fair interest rates, effective guarantees and warranties on consumer

goods, all these factors dealing with the material necessities of food, shelter and clothing, as well as the entire area of consumption/use products are the inclusive responsibility of this committee.

Fair Practices and Anti-Discrimination Committee:

This committee works to assure the rights of all members of the union, regardless of their race, color, sex, creed, or national origin. The committee keeps the members informed on steps taken to guarantee full rights and hears complaints when these rights have been infringed either by management or other union members. They offer guidance and counseling within the meaning of the bargaining contract and the relevant State and Federal laws under such circumstances.

Womens' Committee:

These committees are established in locals where the women workers may be in the minority and they seek to offer advice and counseling in the areas of womens' rights and equal opportunities in such areas as pregnancy leaves and recall rights, child care problems, work loads and equal pay for equal work, in addition to advising women as to their equal rights and opportunities for transfers and advancement in the workplace.

New Member and/or Youth Committee:

Committees which can be established at the local union level where there are a sizeable group of younger members who may need help in adjusting to the world of work. Drug and alcohol abuse-counseling programs are established especially to help this group of workers, although such counseling is not confined to this broad age group alone.

Retired Workers Councils:

Local unions who have large groups of retired workers who still reside in the community and who have need of social services in a wide and varying range of needs, fall under the functions of this kind of committee or council. The range of services may vary from introducing arts, crafts and hobbies to assisting senior persons with financial, dietary and legal assistance.

Applying Guidance And Counseling Skills To Areas Served By Servicing Committees At The Local Union Level.

Although there have been numerous studies to determine the advisability of offering labor studies programs, both from a non-credit and a credit basis throughout the country, resulting in the establishment of the ADLS program at such institutions of higher learning, little or nothing has been done in the area of making use of such an interdisciplinary approach as guidance and counseling courses within the total context of a labor studies program.

Despite the lack of such studies and the incorporation of guidance and counseling courses into degree-granting labor studies programs, much of the work of local union elected officials as well as a large and growing number of part-time volunteers is devoted to the six types of local union standing committees indicated elsewhere in this study.

Since most of these committees are "self-starting" and formed to help meet the immediate goals of members and their families in need of special assistance in cases where the need is generally urgent and critical to the welfare of the recipient, the case for training in special skills and techniques common to the counseling profession is obvious.

Would union members be interested in returning to the classrooms to learn not only about labor subject areas necessary to their proper function in their workplaces as union members and leaders, but about how to best be of service to their fellow workers and their families through interdisciplinary training designed to qualify them to be counselors?

The answers lie partially in the results of the two questionnaires mentioned herein. Adding to this initial feedback from just two regions and one International Union, the UAW, the possibility of hundreds of other unions and of other members throughout the nation being similarly interested is a possibility to be given serious consideration by college educators.

Chapter Three indicates the initial results of two questionnaires that were distributed in Regions 1-B and 2-A of the UAW during the course of an annual leadership conference. Their results suggest that guidance and coun-

seling-type courses and related areas of union membership concern may provide the basis for combining and merging guidance and counseling courses into the overall format of courses offered in a labor studies degree-granting program.

Criteria for para-professional Union Counselors presently exists in the Detroit metropolitian area through the United Foundation, Labor Department Committee on Community Services and their duties are spelled out below:

"Your Role As A Union Counselor

"Every Union Counselor has the opportunity to make a real contribution to the labor movement and his community. By giving service to his fellow workers, he alleviates suffering and builds morale in his local. In his contact with agencies, he helps the community meet its responsibility to human beings in need. The Union Counselor can be a vital part of his union in protecting and serving the welfare of its members.

"HOW DO YOU DO YOUR JOB?

"1. You learn about your community's health and welfare services and facilities.

Through Union Counselor courses you visit and learn about services and facilities available in and near your area. Your counselor's manual will have a list of agencies and services.

"2. You learn how to recognize a problem and how and when to approach the individual tactfully.

In your counselor course you will discuss the symptoms that indicate a troubled person and how to approach, listen to and interview him.

"3. You give the right answers.

Many cases will simply involve your getting the right answer to questions members will ask. If you don't know the answer, get the information from the proper source as explained in the counselor course. On questions involving large groups of workers, or when you run into difficulties, check with your Community Services Representative.

"4. You refer.

You learn when and how to make a referral. Your job is to find out what service is needed, where it is available and then refer the individual to the service as quickly as possible. If it is serious and you are not sure what to do--ask your full-time Community Services Representative.

"5. You represent the worker.

In many cases you will have to do more than merely refer the worker to an agency. Here is where you exercise your careful judgement. It may be necessary to go along with the worker to the agency. Sometimes you may want to call the agency directly to check on what is being done. Particularly on relief cases, where the need is urgent, do everything you can to have the worker prepared with necessary papers. In all contacts with agencies, identify yourself as a Union Counselor.

"6. You follow through.

After your first interview with the worker, keep in touch with him. Find out whether he has received adequate service. Some cases may require special attention over a period of days or weeks. Don't let them drop.

"7. You report.

Keep accurate records of every case. Make out your counselor forms and follow the instructions on the disposal and forwarding of the copies for permanent records.

"8. You handle all information and records with the strictest confidence.

When reporting to your local union meeting, give the number of cases handled, but never disclose names or identifying information.

"9. You encourage your local union to establish a Community Services Committee.

Once the officers and members of your local union understand the variety of services that are available to them through your training, it will virtually be impossible for one individual to handle all the requests. Depending upon

the size of your local, a committee of two or more members will prove a valuable asset during normal times and even more so during emergencies such as strikes or prolonged layoffs. THE U. A. W. (ARTICLE 43) REQUIRES EACH LOCAL UNION TO HAVE A COMMUNITY SERVICE COMMITTEE.

"10. You provide direction during strikes and other emergencies.

Prior to a general strike, and if requested, you assist in setting up and serving on a strike committee. Establish contact with the essential public and private agencies and initiate a referral system for those in need.

"11. You establish contact with management.

Let them know about your Community Service Committee and that you are interested and willing to assist workers with social problems not covered by contractual arrangement. Urge management to participate in in-plant blood drawings, if there is a local Red Cross Blood Program, Alcoholics Anonymous or similar program.

"12. You learn about your community's needs.

As you become more active you will find your community does not provide all the necessary services. Make a list of these needs and discuss them with your U. A. W. Community Service Department (Solidarity House).

"13. You learn about the community power structure.

Through community leadership training programs you learn who makes the decisions in your community and what and who determine the services and changes that will be made. You keep your local officers informed of community issues and decisions that are important to all the members.

"14. You indicate your willingness to serve on agency boards and committees.

Labor needs a voice in community decisions. By serving as labor's representative on a committee or board you can keep the local and international unions informed about the changes which are occurring in your community.

"15. You encourage labor support during the United Appeal Campaign time.

Services cannot exist without financial support. The U. A. W. has consistently endorsed federated fund raising as the most effective and least wasteful method of community-wide planning and financing for voluntary health and welfare agencies. You can help by joining with management in encouraging your members to contribute to this once-a-year solicitation. Any complaints of agency service or lack of cooperation should be reported to your Community Service Representative immediately. If the report is valid the condition will be rectified. If it is a case of misunderstanding or a breakdown in communications, this too will be clarified. In all events you will be advised of the disposition so you may relay this information to your membership.

"16. You may wish to specialize.

You may wish to specialize as a retirement counselor, a consumer counselor, in the field of alcoholism and mental health, or some other problem areas relevant to your union membership or community. If your Local is willing to support you in this endeavor, discuss it with your full-time Community Service representative. It will take many more weeks of training and require special arrangements.

From the foregoing information, guidelines may be established at the community college and/or university level for training counselors at an advanced stage, and such information as this can serve as a basis for related research at some future date.

Chapter 3. RESEARCH METHODS

Selection Of Subjects

The technique used was essentially for a fact-finding situation. The number of union members who have completed high school and a year or more of post secondary education before coming into the work force in the automobile, agricultural implement, and parts and supplier industries has increased greatly over the past ten years. The ongoing educational programs sponsored by the UAW International Union in Region 2-A where the fact-finding questionnaire was initially used, have been increasing until many local unions have year-around educational programs for their rank and file members as well as their grievance handlers, officers, bargainers and standing committees.

The determination to use a questionnaire to try to arrive at the facts indicated by increasing membership interest in labor education and their equally increasing involvement in various kinds of community services activities in Region 2-A was suggested as the best means of getting an immediate answer, and a means by which control over the testing procedure could be best maintained. The questionnaires would be distributed on the day prior to the conclusion fo the School and requested to be returned via the general assembly session the next day. As it turned out, most of the questionnaires were completed and turned over to the writer and the education representative for Region 2-A prior to the end of the first day.

The validity of the instrument was established by the content of the questions asked, the school setting in which they were distributed, the fact that nothing was said about them by way of explanation at the time of distribution except to ask that all interested persons complete them and turn them in before they left. No discussion was made to seek to persuade any one in the several classrooms to complete the questionnaire. It was felt that if very little was said about them in making a distribution, only those who were really interested in the content of the questionnaire and its implications for them, would bother to return them. It turned out pretty much that way.

In the appendix pages are to be found copies of the original questionnaire, the answers to each question and a second copy of the questionnaire with the

number of persons replying to each question indicated in the boxes. Included also is a listing of community colleges wherein labor courses and counseling courses can be implemented in a symbiotic approach to a labor studies program.

The method used in making the determination that guidance and counseling courses should be offered and included as an integral part of any labor studies program offering the Associate Degree in Labor Studies (or, as in the case of a four-year institution such as Eastern Michigan University, in Ypsilanti, a baccalaureate degree in labor studies), was a questionnaire.

This questionnaire was prepared and given to approximately 162 delegates to the UAW Region 2-A, 26th Annual Leadership School at the Walter and May Reuther UAW Family Education Center in Black Lake, Onaway, Michigan, on October 17, 1974.

In distributing the questionnaires, they were given to the International Representatives who were conducting the morning classes with the request to distribute them to the delegates in their classes, without elaboration or discussion. There were approximately twenty-seven persons in each class.

Of the 162 questionnaires distributed, 80 delegates returned their questionnaires completed prior to the end of the School the following day.

The following information was derived from these questionnaires and is siginifcant to the immediate study and its accompanying hypothesis:

Test Procedures

Question 1. (a four-part question)

A. Would you like to learn more about earning a high school diploma or equivalency? The number who responded affirmatively was: eleven.

B. Would you like to learn more about working towards a two-year Degree in Labor Studies? The number who replied in the affirmative was: fifty-nine.

C. Would you like to learn more about how to earn college credits through special examinations? The number who replied affirmatively to this question was: eight.

D. Would you like to learn more about how your own life experiences in the UAW as a union leader can earn college credits for you? Twenty delegates responded affirmatively to this question.

Question 2. When asked the question: "Are you interested in learning about the UAW and organized labor through educational classes in your community, eighty-one persons responded affirmatively, and no one replied negatively.

Question 3. The question read: "If your answer to No. 2 is 'yes', would you like to study toward earning a two-year Associate Degree in Labor Studies at the community college level?" The affirmative answers numbered seventy-five, and the negative answers numbered five, in response to this question.

Question 4. In asking the delegates to indicate their preference(s) as to subject matter, the replies to this question were as follows:

Union Adminstration	33
Collective Bargaining	39
Grievance Procedure	23
Effective Speaking	24
Labor Economics	16
Communications Skills	9
Writing Skills	20
Labor Law	25
Labor History	8
O S H A	10
Time Study	8
Contract Adminstration	11
Consumer Affairs	7
Arbitration	24
Social Problems	12
Shop Psychology	19
Parliamentary Procedure	8
Guidance and Counseling	27

Question 5. This question stated: "If you included guidance and counseling in your choices, please indicate which of the following areas of union membership concern you are interested in." The delegates' answers were as follows:

Consumer Problems	13
Youth Counseling	14
Urban Problems	8
Social Services available for union members and their families	16
Pre-retirement Counseling	7
Post-retirement Counseling	8
Vocational and rehabilitation counseling	5

Question 6. Seventy-five delegates said they would consent to the attending classes on their own time to obtain academic credits in the areas they indicated, and only three delegates replied in the negative to this question.

Question 7. When questioned as to where they would prefer to hold such classes, twenty-five replied that they would prefer to hold classes at their own union halls, while forty-seven said they would prefer to attend classes on a community college campus.

Question 8. Nine persons replied that they were Armed Forces veterans, and sixty-nine indicated that they were not veterans of the Viet Nam era.

Question 9. In replying as to how many of them enjoyed Tuition Refund benefits through contract clauses, twenty-one said they had such benefits and thirty-seven indicated they did not have such benefits.

Question 10. Out of the eighty persons who returned the completed questionnaires, seventy-eight stated that they would be willing to attend a special union education meeting to learn more about how to advance their academic knowledge and skills through higher education programs made possible by their union, and none replied in the negative.

Question 11. Of the entire eighty persons who answered the questionnaire,

there were seventy-five who said they would volunteer to serve in a labor advisory capacity to help get a labor studies program started, and only five said "No."

Every one of the eighty delegates who completed and returned the questionnaire gave his name and address, his local union number and zip code for future reference, thus indicating a further desire to learn more about a labor studies program in their communities.

The geographic area covered by this questionnaire is the southern section of the States of Ohio, from Columbus to Cincinnati; Pittsburgh, Pennsylvania and West Virginia. The delegates themselves were local union leaders from all these areas, with the greater number of them from the larger metropolitan areas of Columbus, Dayton, Cincinnati and Pittsburgh.

A second test, using the same questionnaire (with one additional question) with similar but more extensive results, was made among the delegates to the Region 1-B (area of Northwest Detroit and parts of Oakland County) Leadership Seminar at the Black Lake Center, during the period from October 20 through 25th, 1974. Their answers to the questionnaire numbered 104 out of 200 delegates or slightly more than fifty percent. The Region 1-B delegate answers follow.

Question 1. (a four-part question)

A. Would you like to learn more about earning a high school diploma or equivalency? The number who responded affirmatively was: twenty-three.

B. Would you like to learn more about working towards a two-year Degree in Labor Studies? The number who replied in the affirmative was: fifty-two.

C. Would you like to learn more about how to earn college credits through special examinations? The number who replied affirmatively to this question was: twenty-three.

D. Would you like to learn more about how your own life expe-

riences in the UAW as a union leader can earn college credits for you? Thirty-eight delegates responded affirmatively to this question.

Question 2. When asked the question: "Are you interested in learning more about the UAW and organized labor through educational classes in your community, all 104 delegates replied in the affirmative.

Question 3. The question read: "If your answer to No. 2 is 'yes', would you like to study toward earning a two-year Associate Degree in Labor Studies at the community college level?" The affirmative answers numbered 95, and the negative answers numbered three in response to this question.

Question 4. In asking the Region 1-B delegates to indicate their preference(s) as to subject matter, the replies to this question were as follows:

Union Administration	32
Collective Bargaining	31
Grievance Procedure	15
Effective Speaking	28
Labor Economics	8
Communications Skills	5
Writing Skills	12
Labor Law	36
Labor History	5
O S H A	13
Time Study	11
Contract Administration	9
Consumer Affairs	22
Arbitration	13
Social Problems	21
Shop Psychology	19
Parliamentary Procedure	14
Guidance and Counseling	77

Question 5. This question stated: "If you included guidance and coun-

seling in your choices, please indicate which of the following areas of union membership concern you are interested in." The delegates' answers were as follows:

Consumer Problems	17
Youth Counseling	27
Social Services For Union Members and Their Families	17
Vocational and Rehabilitation Counseling	17
Pre-retirement Counseling	15
Post-retirement Counseling	11
Urban Problems	6

Question 6. Ninety delegates said they would consent to attending classes on their own time to obtain academic credits in the areas they indicated, and only five delegates replied negatively to this question.

Question 7. Questioned as to where they would like to hold their classes, it was evenly divided among Region 1-B delegates, with fifty delegates expressing the desire to hold classes on a community college campus and fifty stating they would prefer holding such classes at their own local union halls. (It should be noted here that many such classes are held at times in the various local union halls, with an instructor from the community college going there to meet the students, rather than the students traveling to the campus).

Question 8. There were thirteen Viet Nam veterans in this group, as compared to eighty-three non-veterans of the Viet Nam era.

Question 9. Fifty-five of the responding delegates were eligible for Tuition Refunds up to $700 per year, while twenty-eight did not have such contractual provisions.

Question 10. One hundred and two delegates said they would be willing to attend a special union education meeting to learn more about how to advance both knowledge and skills through a higher education program such as the Associate Degree in Labor Studies and only one declined to do so.

Question 11. Ninety-two persons agreed to serve on a labor advisor com-

mittee to help get such a program off the ground, while only five said "No."

Question 12. This additional question was asked of the Region 1B delegates, but was not asked of the Region 2-A delegates in their version of the Questionnaire: "Would you be willing to spend your time during weekend seminars in discussion groups involving our living standards?" To this question, eighty-two persons replied affirmatively and sixteen persons responded in the negative.

In both the Region 2-A and the Region 1-B questionnaires, the distributors were interested in following through with future contacts with all the respondents, and they were asked to fill in their names, addresses and local union numbers, in order to permit their regional educational representatives to contact them later, with the offer of enrollments in a community college-based Associate Degree in Labor Studies program. All delegates complied with this.

Chapter 4. ANALYSIS AND RESULTS

A duel-type questionnaire was used in surveying the interest in a labor studies program with a strong orientation towards guidance and counseling education, with the delegates of these two UAW regions. Some of the more basic questions were closed-type, "yes" or "no" questions, specifically designed to obatin definite expressions of interest, while others, especially those relating to questions four and five were designed to find out what specific areas of study and subject matter were of interest to the respondents.

A testing of the reliability of the returned and completed questionnaires would be in the continued interest in the subject matter contained in the questionnaire, to the point of:

1. Meeting at a date in the foreseeable future to discuss ways and means of implementing such ADLS program;
2. Communicating with the nearest community college about the possibilities of enrolling in such a program, and,
3. Enrolling in an Associate Degree in Labor Studies program.

The mechanics of implementation of an ADLS program at this point evolve around the procedures in bringing college and student together. As of this writing, and as a consequence of the Region 2-A survey, the educational representative in that region is working through Northern Kentucky State College in Highland Heights, Kentucky, to implement a labor studies degree program.

In Oakland County, the Region 1-B educational representative is working with Oakland Community College to implement a degree-granting labor studies program there.

The names and addresses of those people completing and returning each questionnaire made it possible to communicate with them at a later date in order to follow through on their expressed interest in post secondary level educational programs relating to the workplace and families in a socioeconomic environment of relevance to them as wage-earners, family members and union leaders.

The findings in this study indicate no significant preference for a labor

studies program per se, as compared or opposed to a combination of labor studies subject matter and the very closely related counseling areas.

The validity of the above-mentioned questionnaire is sufficient to the needs of the Education Department, UAW, to be used as an instrument to measure union members' interest in a post secondary educational program with an Associate Degree in Labor Studies in all the regions (eighteen) of the Union, and has been sent to all educational representatives to use as a means of determining the degree of interest and feedback it evokes.

The entire area of labor studies as a degree-granting program of higher education is relatively new, and therefore few, if any studies are as yet, available for dissemination or anaylsis. But all the signs are encouraging. In those area (Appendix D) where the Labor Studies Program is being implemented, both students and teaching faculty have voiced positive reactions.

Stuart Marsee (1974), Superintendent-President of El Camino College in Via Torrence, California, stated, "Labor Studies is a program long overdue in the Community College, where an Associate degree and certificate program was started last year. Public education and community colleges have been strongly supported by organized labor for a long time but only recently have the unions come to us with requests for a specific program to educate working men and women about labor relations... Labor Studies is offered to help those involved in the labor movement understand their rights, responsibilities and opportunities."

Wallace E. Good (1974) in a position paper on "Labor Studies In The Community College" sought student feedback through the Labor Advisory Committee of the college. He reports the following kind of comments from the students:

> "The course helped me decide to run for union office."
>
> "I don't think anyone should be a union official who doesn't have most of the information I learned in this class."
>
> "You have to learn what your rights are on the job or you might lose them. That is the chief value of a course in labor law."
>
> "This course taught me to appreciate the vast strides that have been made over many years' time to improve the lot of the working man."

The two following tables indicate the numbers of delegates from UAW regions who completed and returned the questionnaire, and the number and percentage of those who indicated their interest in studying both labor-related and counseling-related courses as part of a total curriculum of labor studies.

Table I

Guidance And Counseling Subject Analysis In A Labor Studies Program. *

The total number of questionnaires returned from Region 2-A: 84.

The total number of questionnaires returned from Region I-B: 104.

The total number of answers to the questionnaire, indicating interest in Guidance and Counseling subjects in a labor-related curriculum is indicated by number and percentage.

Region 2-A		Listing of the Guidance and Counseling-related subjects listed in the labor studies questionnaire for both Regions.	Region I-B	
Number	Percent		Number	Percent
N= 84			N= 104	
13	15	Consumer Problems Counseling	17	16
14	16	Youth Counseling	27	25
16	19	Social Services for Union Members and their Families Counseling	17	16
5	4	Vocational and Rehabilitation Counseling	17	16
7	8	Pre-retirement Counseling	15	14
8	9	Post-retirement Counseling	11	10.5
8	9	Urban Problems Counseling	6	5
		* The results of the questionnaire are necessarily subject to the interpretation of the researcher, since the reasons for answering the questions one way or another may be varied and overlapping.		

Table II

Guidance And Counseling Subject Analysis In A Labor Studies Program. *

1. Where the total number of questionnaires returned and completed from Region 2-A = 84, and the total number indicating Guidance and Counseling = 27, the percentage of those delegates expressing interest in Counseling courses is shown in Column I.
2. Where the total number of questionnaires returned and completed from Region I-B = 104, and the total number indicating Guidance and Counseling = 77, those percentages are shown in Column II.

Region 2-A		Guidance And Counseling Subjects Listed In The Labor Studies Questionnaire	Region I-B	
No.	Percent		No.	Percent
N = 27			N = 77	
13	48	Consumer Problems Counseling	17	22
14	51	Youth Counseling	27	35
16	59	Social Services Counseling	17	22
5	18	Vocational And Rehabilitation Counseling	17	22
7	25	Pre-retirement Counseling	15	14
8	29	Post-retirement Counseling	11	14
8	29	Urban Problems Counseling	6	7
		* Although the sample totals from Regions 2-A and I-B were only 84 and 104 respectfully, it is felt that their responses were adequate to warrant interpretation.		

Appendix A represents the original questionnaire used in the survey.

Appendix B indicates the number of answers in each category of questions as it relates to Region 2-A's delegates.

Appendix C relates the answers to each question as submitted by the delegates to the Region I-B Annual School.

Appendix D indicates the present extent of the Labor Studies Programs at the several post secondary institution levels on a geographic basis. Nothing in this study however, suggests the potential extent of this program. It is known that the American Association of Community and Junior Colleges is interested in investigating the possibilities of implementing this program on a nationwide basis in those metropolitan areas wherein large numbers of union members and their families are concentrated.

A synthesis of such findings suggests that possibilities exist for various colleges of education at four-year institutions and universities to reconsider and broaden existing methods and techniques in teaching guidance and counseling curriculums to include the varied range and scope of work-related situations wherein such counseling skills might be put to good use in training workers to be counselors in work-oriented settings in American industry.

From the foregoing information it may be assumed that a possible hypothesis and conclusion can be formulated along the following lines of reason:

> Hypothesis: Are the areas of concern in teaching counseling to assist workers and their families in the seven areas of initial concern and emphasis stated elsewhere herein so different or exceptional by contrast to teaching counseling for academic-oriented situations, that no solutions may be found to relate counseling to work-orientations?

> Conclusion: Counseling, as a discipline for both academic and empirical experiences, can be applied with equal emphasis and positive results, to both academic and work-oriented settings, for the purpose of this study. It can also be equally applied from the viewpoint of a "total life experience."

Chapter 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The need for guidance and counseling training as an integral part of the implementation of a labor studies associate degree or baccalaureate program at the post secondary level of education is more than inherently obvious, it is vitally necessary.

In describing a case type breakdown in a counseling situation under a work-oriented setting, Hans B. C. Spiegel (1974) revealed the following picture:

"Case Type Breakdown	One Year Total	Percent
Family Problems	53	8
Financial Problems	36	2
Marital Problems	22	4
Sickness and Crisis Situations	140	39
Job-Related Problems	109	16
Personal Emotional Problems	41	8
Social Problems	8	1
Legal Problems	2	1
Miscellaneous Information	45	21
Total Cases	456	100"

The case type breakdown shown above runs the whole gamut of workers/employees/human family-type problems that arise in a work-oriented setting.

As to the clientele, Dr. Spiegel noted that the services most appropriate for the workplace was not nearly so meaningful as the question of the process by which employee needs and desires were uncovered. In his words:

> "The generalization of the 'workplace' is simply too all-encompassing to permit a simple recitation of services that can be discharged. The 'workplace' is a can of worms including many constituencies representing many different needs. There are older workers needing pre-retirement counseling and younger workers seeking help with family budgets. There are marginal workers concerned with legal redress of pressing economic issues and professionals concerned with tax deductions. There are middle-aged women who are part-time employees and middle class men who hold one and a half jobs."

The need is for employee-oriented counseling programs that come about through participation by employees themselves as they articulate the problem

areas they are faced with as workers, wage-earners and family providers.

In testimony before the General Subcommittee on Education, United States House of Representatives, in 1974, Dr. Peter Masiko, Chairman of the American Association of Community and Junior Colleges' Commission on Governmental Affairs, addressed himself to one of the major problem areas of post secondary institutions which has a definite degree of relevancy to a labor studies program at the community college level, when he said:

> "We would call the Committee's attention to our concern that adequate program planning and development guidance be available to teachers and planners at post secondary institutions.
>
> "Community Colleges and technical institutes only rarely receive knowledgeable guidance from state vocational education agency personnel regarding occupational programs which have a specific post secondary focus, such as programs in law enforcement, human services, environmental sciences, transportation, etc. State agency personnel generally lack expertise in post secondary occupational education."

Dr. John Grede, (1974), Vice Chancellor for Career and Manpower Programs of the City College of Chicago, speaking at the same testimonial meeting, described what he saw as a current need for authorization for training programs in such new and emerging service occupations as the following:

> "1) Paraprofessionals for new human services careers;
>
> "2) Upgrading of personnel employed with agencies and private service organizations working with offender rehabilitation, handicapped persons and the elderly;
>
> "3) Retraining of workers who are displaced from their careers due to retirement policies or technological change;
>
> "4) Technical manpower for energy resourse research and production;
>
> "5) Provision of occupational and vocational education programs and services to persons in correctional institutions;
>
> "6) Training to strengthen employees of local governments;
>
> "7) Technical training to serve the manpower needs of industries

undergoing rapid technological change and/or growth;

"8) Short term preparation of personnel required to implement state and federal standards pertaining to industrial and transportation safety, environmental regulation, consumer protection and related priorities."

Dr. Grede indicated in his testimony that guidance and counseling services was a primary concern of the American Association of Community and Junior Colleges. And while his testimony related to providing a broad range of career information, opportunities for vocational explorations, and rehabilitation counseling activities integrated throughout such curriculum, his projections in counseling certainly include the kind of work-oriented counseling programs and training advocated by the evidence contained herein.

Ambassador John Mundt, (1974), Executive Director of the Washington State Board for Community College Education pointed out the need for community involvement through the medium of advisory councils in his testimony before the Congressional Committee. As a necessary adjunct to national advisory committees on educational activities, he suggested that:

"Local Advisory Councils would encourage the development of comprehensive local program planning in each community. These groups would be broadly representative and would represent labor, management, and every category of educational institution sponsoring occupational education, from elementary through post secondary institutions. They would participate in the formation of local or area plans by developing recommendations to local planners, reviewing recommendations from occupational advisory committees, and reviewing the planning efforts before their transmittal to the appropriate state organizations for incorporations into the state plan."

Dr. Mundt's projected role for advisory committee is important to both the Labor Studies Program and the counseling aspects and input into such program, because it must be the local labor advisory committees who will be functioning to implement labor studies programs and will be determining what kind of counseling needs must be integrated into such labor studies programs, wherever they are established.

Perhaps the best description of the role of work-oriented counseling may

be found in the Report titled, "Educational Advancement and Manpower Development For Wage Earners" by Dr. Herbert A. Levine, (1972), Director, Labor Education Center, Institute of Management and Labor Relations, Rutgers University, New Jersey. His comments are so well taken as to assist in the planning of any counselor training program to serve workers' needs. Certainly in setting up a counselor training program shaped to meet the needs of workers and their families' needs, it should be referred to:

"Counseling and the Role of the Para-Professional In-Plant Counselor.

" With few exceptions the in-plant counselors had to learn this job from the bottom. Obviously, a professional performance could not be expected after forty hours of training, but these people brought unique qualifications to their task.

" 1. Understanding of minority group mores, culture, traditions and problems:

" 2. Ability to identify with worker and understand worker's needs and desires:

" 3. Ability to relate on grounds of skin color and language;

" 4. A position of respect because of union rank, or place in the company;

"Both professional and paraprofessional counseling are needed by workers. But the success of peer group counseling, as it is clearly indicated by many different kinds of studies, is outstanding. That it continues to be mistrusted by some of the Project sponsors is more surprising than that it works.

"The Counselor Training Program

" The Counselor Training Program was designed to prepare selected workers to become in-plant educational counselors. Many of these candidates had demonstrated leadership ability and were chosen because of the respect they enjoyed among their co-workers. However, few had experiences in counseling. The basic training was scheduled to take forty hours; a full-day session followed by eight half -day meetings. Trainees were released from their regular jobs by eight half-day meetings. Trainees were released from their regular jobs and their current salaries paid either by employers or unions, depending on the individual

agreement worked out with the Project. . .

" Training sessions were conducted at the Rutgers Labor Education Center by the ES counselor who had helped develop the program, the training director, and various staff members of the center as well as outside experts.

"The Three Major Areas Of Instruction Were:

"1. Orientation towards the role of counselor with a discussion of commitment to the welfare of fellow workers as well as to the objectives of the Project;

"2. Understanding the resources which involved a review of educational and vocation offerings in the area;

"3. Techniques of organizing and communicating with workers, assessment of needs and interests, and record keeping and reporting."

Dr. Levine has had considerable experience in establishing and implementing both credit and non-credit labor studies programs for several years as the Director of the Labor Education Center at Rutgers University, and in this capacity has worked very closely with international and local unions in program planning and implementation over more than two decades. He noted that at the conclusion of their training, counselors were expected to be able to perform some nine functions:

"1. Recruit workers for educational advancement courses;

"2. Inform workers of educational offerings, tuition reimbursement schedules, and locations of classes;

"3. Guide workers to classes and make referrals to educational and vocational counselors where necessary;

"4. Keep in touch with enrolled workers, teachers and adult educators, watch progress, and anticipate problems. A kind of 'early warning' system was envisioned wherein counselors would be able to spot potential dropouts, give additional counseling or referral to professionals, and thereby prevent dropping out;

"5. Keep basic records of workers;

"6. Assist workers in solving personal problems within their plants;

"7. Advise workers on promotion possibilities within their plants;

"8. Report their own activities to union officers;

"9. Maintain contact with company training and personnel officers."

It should be understood, however, that the kind of counselor training detailed above by the Rutgers University Labor Education Center was designed to meet the needs of a paraprofessional-type counseling service. The real need envisioned herein is for fully academically-trained counselors, who may be trained in such a way as to meet the professional standards of counseling in any given State. The beginnings would be in the framework of the Associate Degree in Labor Studies program, but the knowledge and skills acquired at that level might well serve as the basis for two future-oriented kinds of academic training:

1. the pursuit of a degree status in guidance and counseling;
2. the achievement of continuing counseling skills at institutions of higher learning on a Career Education basis.

It is the latter possibility that holds the most promise, perhaps. For it is natural to assume that workers enrolled in a labor studies program are going to seek the acquisition of skills that they can put to immediate use. And that is as it should be. As such skills are put to efficacious use helping other workers and their families to resolve their problems, the desire to further such skills by continuing academic association will most likely increase in direct proportion.

Andrew S. Korim (1974), writing in the publication "Older Americans And Community Colleges: A Guide For Program Implementation," had this to say about Counseling and Guidance:

"Several colleges are counseling senior adults in employment, education, and volunteer opportunities. Dundalk Community

College (Maryland) conducts a guidance program for older adults, entitled 'Workshop And Self-Discovery: A Guidance Program For Senior Persons.' As part of the program, tests relating to personal and interpersonal values, interest inventory, and aptitude are administered; and small-group counseling sessions are held. During the sessions, individual problems are discussed; guidance with regard to educational and employment opportunities and constructive use of leisure time is offered. Students enrolled in the Paraprofessional Counseling Curriculum offered by Dundalk assist in providing counselors and guidance services. Other colleges have a less structured, more informal approach than Dundalk.

"Individual, spontaneous counseling between an older person and a college staff member occurs in most of those colleges that have established formal direct service programs for the elderly."

Changes in approaches to guidance and counseling will have to be made in the areas of career guidance, if this newest and as yet largely unexplored source of workers-as-students potential is to be fully administered to. Dr. T. Anne Cleary (1973), in her criticism of guidance practices, noted the following concerns, and quoted Willingham (1972) in pinpointing them:

"1. There is too much emphasis on one-to-one counseling;

"2. Counselors are not adequately trained and lack the specialized knowledge to perform the many diverse tasks involved in educational and occupational counseling;

"3. Counselors have limited authority and relatively low status in school systems;

"4. Career guidance is a minor commitment of most counselors who prefer personal counseling and guidance for college;

"5. There is too much emphasis on guidance for college, non-college bound students receive insufficient attention, and college guidance is largely restricted to selection of institutions with little consideration of career implications;

"6. Counselors spend most of their time on administrative, clerical, and disciplinary duties;

"7. Guidance is often regarded as a costly fringe service which is usually undersupported and is subject to cuts in times of economic stress;

"8. Guidance services as now constituted lack relevance and practical value;

"9. Present guidance programs tend to focus on adding to general happiness--they lack specific realistic goals;

"10. Available occupational information is inadequate and uninteresting to students;

"11. Counselors are isolated from the rest of the school staff, vocational guidance is given in bits and pieces, and vocational and academic guidance are given separately;

"12. Counselors have insufficient understanding of the special needs of ethnic minorities."

Many times the above concerns have been expressed in counseling classes, and certainly contain a lot of merit. They appear to indicate that the greater emphasis should be on relating guidance and counseling skills to the world of work, and not necessarily to any degree of proportionate exclusion or lessening of emphasis attached to school guidance in secondary and postsecondary institutions, but at the very least, a necessary adjunct to such current counseling trends.

Al Lorente (1973), a Fellow in Issues and Concerns in Career Education, indicated the relativity of Career Education to Guidance and Counseling skills in a recent position paper, when he stated:

"Goals of Career Education are to include: broad-based academic accomplishment, mastery of communicative skills, and other saleable skills. In all cases, students exiting the system must be prepared to absorb either further education or further training.

"Provide in-service training for School Administrators, Guidance Counselors and teachers toward the principles and mechanics of Career Education. This training to include emphasis on sensitivities as they apply to special problems of minorities and females.

"Organize advisory councils in all school districts to include cross sectional representation from business and industry, parent and citizen groups, educators, labor unions, and representatives from teacher collective bargaining affiliations.

"Provide easy access for adults to enter the educational process.

"Use retirees and paraprofessionals to supplement counseling and teaching activities."

Earning an Associate Degree in Labor Studies is a form of Career Education, inasmuch as the many and varied occupations, duties, skills and responsibilities within the Labor Movement, itself, provides satisfactory careers of dedicated service and commitment for many thousands of Trade Unionists throughout the United States and Canada. And, since a major portion of such services is rendered to union members and their families by both local and international union officers and officials, guidance and counseling training for these union leaders and active members should be an integral part of any academic training and skills they receive from institutions of higher learning.

Community colleges play an important role in providing, among other skills, guidance and counseling training possibilities for workers. To do so will require an increased articulation between the colleges and universities whose colleges of education offer courses in guidance and counseling. And such courses will have to be geared to the community college's student needs.

Dr. John F. Grede (1973) addressed himself to this need when he stated:

> "A third implication of the community college model is that of cooperative articulation. For many years the junior colleges have made overtures to the senior institutions to get more flexible admissions policies. In the last two years the City Colleges of Chicago and community colleges in Illinois have been approached by the senior institutions--particularly by the new upper-division institutions--with the objective in mind of jointly planning developing senior institutional career-oriented capstone programs on top of community college career programs. This kind of effort virtually means joint acceptance of students with full credit awarded for community college courses in the jointly planned program."

The significance of the above statement for senior college institutions should not be lost upon those educators who do not now have degree-granting programs in labor studies, or have not considered the possibilities of teaching guidance and counseling skills on any campus except their own.

The institutions of higher learning have been primarily concerned with imparting literary and professional skills in a society where someone still has to have the knowledge to perform the everyday, mundane kind of jobs that make this society possible. There must be a concern for the progress and welfare of the human entity as a whole, and not as a special class of students who can afford to attend colleges because they are in an income bracket that enables them to do so.

Dr. Leon M. Lessing (1973), takes the humanistic point of view. He suggests that the humanist fears measurement, because the act of such measuring restricts human potential, destroying the delicate quality of life and is necessarily and inexorably dehumanizing. On the other hand, he holds that humanism is a concern for human progress and welfare, believing the sanctity of the human condition to be paramount. He feels that humanists emphasize the affective side of the human condition by valuing feelings, playfulness, joy, the spontaneous unfolding of human potential and the celebration of the state of being human.

Dr. Lessing lists five areas of humanistic concern in education to enable students:

"1. to approach learning with confidence and joy;

"2. to see themselves as worthwhile persons;

"3. to develop and reassess personal values by involvement in diverse value systems;

"4. to develop social skills including conciliation, persuasion, honest communication, and group decisionmaking;

"5. to develop a sense of awe and wonder through the capacity for aesthetic appreciation and enjoyment."

All five areas of such humanistic concern can find realization for workers within the possibilities that exist in a Labor Studies Program. Such a program, complemented and augmented by meaningful courses in practical counseling for workers and their families can do much to help the millions of workers and their families in this country enjoy a fuller and richer life.

These matters and several others relating to providing opportunities for increasing the skills, knowledge and job security and advancement opportunities for workers in the American Labor Movement were the subject of a recent discussion between labor and community college leaders. Developed at a meeting of representatives of the American Association of Community and Junior Colleges, the UAW and the AFL-CIO, an agenda called for the establishment of a national task force to deal with the following issues:

1. How to expand utilization of educational entitlements in authorization in contracts;

2. Provision of training needs with regard to such federal laws as the Occupational Safety and Health Act and Equal Employment Opportunity Act;

3. Improving the curriculum in the associate degree in labor studies program, with emphasis on methods and relevance;

4. Consideration of establishment of model programs for retirement education in community colleges;

5. Examination of accreditation, certification, and competency-based education as it pertains to labor studies;

6. Monitoring of problems with regard to veterans education;

7. Joint efforts among employers, unions and community colleges in providing apprenticeship training;

8. Planning a national thrust in apprenticeship training for working with metric measurements;

9. Exploration of the concept of establishing a bank of educational benefits for use by union members.

Reporting in the Community And Junior College News, the official organ of the American Association of Community and Junior Colleges, the agenda contained provisions for implementation of many phases of a comprehensive labor studies program, including the discipline of guidance and counseling as a part of the totality of services to be made available to workers-as-students.

This study has attempted to reveal a two-fold need for postsecondary, adult, work-oriented, family-involved type of educational "need" program. The first

is for a total Labor Studies Program at the community college level. The second is for the integration of relevant courses in guidance and counseling in such a program. The reasons for advocating both are equally reasonable and obvious: Union services provided to members and their families on a year-around, continuing basis are about equally divided between those problems that affect a worker at the place of work, and those problems that affect a worker and his (or her) family outside the workplace. The union has contractual procedures for dealing with the former. Labor studies programs and counseling training offer relief and hope for the resolution of the problems incurred by the latter.

The colleges and universities can assist the community colleges in programming both areas of study. Labor needs the expertise and accommodation of both kinds of higher educational institutions in pursuing these objectives.

It may be best summed up, perhaps, by the following statement by Congressman James G. O'Hara (1974):

> "We need our entire educational system.
>
> "There is more need for education, for competent teaching, for research, for the sparking of intellectual curiosity, and for training in job and professional skills, than we can hope to provide with the educational system we now have. The widespread acceptance of the idea that the demand--indeed, the need--for our educational system is shrinking is a counsel of despair on which we cannot build our educational policies."

These thoughts suggest, indeed, they may provide the basis for broadening the horizons of those institutions of higher learning who look to a new student-body potential, largely heretofore untapped and unsounded: the millions of workers in America for whom a labor studies program might bring more relevance to the workplace, more competency and responsibility to the bargaining tables, and through guidance and counseling training, skills, and services, increase and improve the dignity, security and future happiness of countless numbers of workers and their families.

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BIBLIOGRAPHY

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APPENDIX

UAW MEMBER QUESTIONNAIRE (original questionnaire)

SPONSORED BY THE INTERNATIONAL UNION EDUCATION DEPARTMENT, RAY ROSS, DIRECTOR, REGION 2-A, AND YOUR LOCAL UNION OFFICERS

This Is Not A Test--Please Answer All Questions

1. Would you like to learn more about:
   - A. Earning a High School Diploma, or its equivalency? ☐
   - B. Working towards a two-year Degree in Labor Studies ? ☐
   - C. How to earn college credits through special examinations? ☐
   - D. How your own "life experiences" in the UAW as a Union Leader can earn you college credits? ☐ (please check your choice)

2. Are you interested in learning more about the UAW and organized labor through educational classes in your community? ☐

3. If your answer to No. 2 is "Yes", would you like to study towards earning a two-year Associate Degree in Labor Studies at the Community College level? Yes ☐ No ☐ (please check one, only)

4. If your answer to No. 3 is "Yes", please check which one of the following subjects you would be interested in studying for a Labor Studies degree:

Union Administration ☐	Writing Skills ☐	Consumer Affairs ☐
Collective Bargaining ☐	Labor Law ☐	Arbitration ☐
Grievance Procedure ☐	Labor History ☐	Social Problems ☐
Effective Speaking ☐	O S H A ☐	Shop Psychology ☐
Labor Economics ☐	Time Study ☐	Parliamentary Procedure ☐
Communications Skills ☐	Contract Administration ☐	Guidance and Counseling ☐

5. If you also indicated " Guidance and Counseling", please indicate which of the following areas of Union membership concern you are interested in:

Consumer Problems ☐	Pre-Retirement Counseling ☐
Youth Counseling ☐	Post-Retirement Counseling ☐

Social Services Available For Union Members And Their Families ☐

Vocational And Rehabilitation Counseling ☐ Urban Problems ☐

6. If your answers so far express your interest, would you consent to attending Classes on your own time to obtain academic credits in the subject areas you have indicated? Yes ☐ No ☐ (Check one, only)

7. Would you prefer to attend Classes : (Please check just one)
   At your Local Union hall? ☐
   On the Community College campus? ☐

8. Are you an Armed Forces veteran of the Viet Nam period? Yes ☐ No ☐
   (If so you are very probably entitled to Veterans Educational Tuition Benefits) (Please indicate which one)

9. Does your Local Union have Tuition Refund benefits? Yes ☐ No ☐
   (If so, you are entitled to Tuition Refund benefits for such studies)
   (Please check one)

10. Would you be willing to attend a Special Union Educational Meeting at your local union hall or Regional Office--to learn more about how to advance your academic knowledge and skills through Higher Education Programs made possible by the UAW? Yes ☐ No ☐ (Mark just one)

11. Would you be willing to serve on a Labor Advisory Committee for a Labor Studies Program at the Community College level in your own community to help make such a program possible for your union members?
    Yes ☐ No ☐ (Please mark just one)

THANK YOU FOR YOUR COOPERATION

NAME: _____

ADDRESS: _____
(Street No.) (Name of Street)

_____
(City) (State) (Zip)

LOCAL UNION NO. _____

PLEASE COMPLETE AND RETURN THIS QUESTIONNAIRE TO:
Regional Director Ray Ross,
UAW Region 2-A
or to: Bill Lemaster, Education Representative.

APPENDIX B

EDUCATION DEPARTMENT DELEGATE QUESTIONNAIRE

Region 2A, UAW, 26th Annual Leadership School
October 13-18, 1974

Ray Ross, Director

This is not a test -- Please answer all questions

1. Would you like to learn more about:

   a. Earning a high school diploma or equivalency? [11]

   b. Working toward a 2-year Degree in Labor Studies? [59]

   c. How to earn college credits through special examinations? [8]

   d. How your own life experiences in the UAW as a union leader can earn college credits for you? [20]

   (Please check your choice.)

2. Are you interested in learning more about the UAW and organized labor through educational classes in your community? (Mark one) Yes [81] No [0]

3. If your answer to No. 2 is "yes", would you like to study toward earning a two-year Associate Degree in Labor Studies at the community college level? (Please check one only.) Yes [75] No [5]

4. If your answer to No. 3 is "yes", please check which of the following subjects you would be interested in studying for a Labor Studies degree:

Union Administration	[33]	OSHA	[10]
Collective Bargaining	[39]	Time Study	[8]
Grievance Procedure	[23]	Contract Administration	[11]
Effective Speaking	[24]	Consumer Affairs	[7]
Labor Economics	[16]	Arbitration	[24]
Communication Skills	[9]	Social Problems	[12]
Writing Skills	[20]	Shop Psychology	[19]
Labor Law	[25]	Parliamentary Procedure	[8]
Labor History	[8]	Guidance and Counseling	[27]

5. If you included "Guidance and Counseling" in your choices, please indicate which of the following areas of union membership concern you are interested in:

Consumer problems	[13]	Pre-retirement counseling	[7]
Youth counseling	[14]	Post-retirement counseling	[8]
Social services available for union members and their families	[16]	Vocational and rehabilitation counseling	[5]
		Urban problems	[8]

-- over --

6. If your answers so far express your interest, would you consent to attending classes on your own time to obtain academic credits in the subject areas you have indicated? (Check one only.) Yes [75] No [3]

7. Would you prefer to attend classes: At your local union hall? [25]

On the community college campus? [47]

(Please check just one.)

8. Are you an Armed Force veteran of the Vietnam period? If so, you are very probably entitled to veterans' educational tuition benefits. Yes [9] No [69]

If you answered "yes", please indicate which branch of service. _____

9. Does your local union have tuition refund benefits? Yes [21] No [37]

If so, you are entitled to tuition refund benefits for such studies.

10. Would you be willing to attend a special union education meeting at your local union or regional office to learn more about how to advance your academic knowledge and skills through higher education programs made possible by the UAW? (Mark just one, please.) Yes [78] No [0]

11. Would you be willing to serve on a labor advisory committee for a labor studies program at the community college level in your own community to help make such a program possible for your union members? Yes [75] No [5]

(Please mark one.)

Thank you for your cooperation.

Name _____

Address _____

_____

City State Zip

Local Union No. _____

NOTE:

This is a good sample. A total of 162 surveys were distributed -- 80 were returned for this tabulation. Most published opinion surveys are based on far fewer participants.

APPENDIX C

EDUCATION DEPARTMENT DELEGATE QUESTIONNAIRE

Region I-B, UAW, 1974 Annual Leadership School
October 20-25, 1974

Ken Morris, Director

This is not a test -- Please answer all questions

1. Would you like to learn more about:

   a. Earning a high school diploma or equivalency? 23
   b. Working toward a 2-year Degree in Labor Studies? 52
   c. How to earn college credits through special examinations? 23
   d. How your own life experiences in the UAW as a union leader can earn college credits for you? 38

   (Please check your choice.)

2. Are you interested in learning more about the UAW and organized labor through educational classes in your community? (Mark one) Yes 104 No 0

3. If your answer to No. 2 is "yes", would you like to study toward earning a two-year Associate Degree in Labor Studies at the community college level? (Please check one only.) Yes 45 No 3

4. If your answer to No. 3 is "yes", please check which of the following subjects you would be interested in studying for a Labor Studies degree:

Union Administration	32	OSHA	13
Collective Bargaining	31	Time Study	11
Grievance Procedure	15	Contract Administration	9
Effective Speaking	28	Consumer Affairs	22
Labor Economics	8	Arbitration	13
Communication Skills	5	Social Problems	21
Writing Skills	12	Shop Psychology	19
Labor Law	36	Parliamentary Procedure	14
Labor History	5	Guidance and Counseling	77

5. If you included "Guidance and Counseling" in your choices, please indicate which of the following areas of union membership concern you are interested in:

Consumer problems	17	Pre-retirement counseling	15
Youth counseling	27	Post-retirement counseling	11
Social services available for union members and their families	17	Vocational and rehabilitation counseling	17
		Urban problems	6

-- over --

Education Department Delegate Questionnaire Page 2

6. If your answers so far express your interest, would you consent to attending classes on your own time to obtain academic credits in the subject areas you have indicated? (Check one only.) Yes ☐ No ☐

7. Would you prefer to attend classes: At your local union hall? 50
On the community college campus? 50
(Please check just one.)

8. Are you an Armed Force veteran of the Vietnam period? If so, you are very probably entitled to veterans' educational tuition benefits. Yes 13 No 83
If you answered "yes", please indicate which branch of service. _____

9. Does your local union have tuition refund benefits? Yes 55 No 28
If so, you are entitled to tuition refund benefits for such studies.

10. Would you be willing to attend a special union education meeting at your local union or regional office to learn more about how to advance your academic knowledge and skills through higher education programs made possible by the UAW? (Mark just one, please.) Yes 102 No 1

11. Would you be willing to serve on a labor advisory committee for a labor studies program at the community college level in your own community to help make such a program possible for your union members? Yes 92 No 5
(Please mark one.)

12. Would you be willing to spend your time during weekend seminars in discussion groups involving our living standards? Yes 82 No 16

Name _____

Address _____

_____
City State Zip

Local Union No. _____

NOTE:

This is a good sample. A total of 200 surveys were distributed --104 were returned for this tabulation. Most published opinion surveys are based on far fewer participants.

AS OF NOVEMBER 7, 1974

The following listing of junior and community colleges in the United States and in Canada contains a three-part listing:

1. Community colleges implementing the Associate Degree in Labor Studies program,

2. Community and junior colleges wherein the UAW Education Department is presently conducting organizational meetings to initiate and implement the Associate Degree in Labor Studies program and

3. Community and junior colleges where UAW locals and members have requested an ADLS program.

I. Implemented Programs

Black Hawk College, Moline, Ill.

Dundalk Community College, Baltimore, Md.

El Camino Community College, Torrance, Calif.

Forest Park Community College, St. Louis, Mo.

Charles Stewart Mott Community College, Flint, Mich.

Delta College, University Center, Mich.

Macomb County Community College, Warren, Mich.

Bucks County Community College, Newton, Pa.

Housatonic Community College, Bridgeport, Conn.

Merritt Community College,

II. Organizational Meetings in Progress

Schoolcraft College, Livonia, Mich.

Monroe County Community College, Monroe, Mich.

Jackson County Community College, Jackson, Mich.

Northern Kentucky State College, Highland Heights, Ky.

Oakland Community College, Auburn Heights, Mich.

Toledo Technical College, Toledo, Ohio

Tarrant County Community College, Fort Worth, Texas

Northern Michigan University, Marquette

Note: In each of these Community Colleges, the Associate Degree in Labor Studies Program can well include a commensurate number of courses designed to improve guidance and counseling skills.

III. Requested Programs

St. Clair Community College, Windsor, Ontario

Niagara College of Applied Arts & Sciences, Welland, Ontario

West Virginia Northern Community College, Wheeling, W. Va.

Adrian Community College, Adrian, Mich.

Wayne County Community College, Detroit, Mich.

Henry Ford Community College, Dearborn, Mich.

Tulsa Junior College, Tulsa, Okla.

Penn Valley Community College, Kansas City, Mo.

Highland Park Community College, Highland Park, Mich.

POSTSCRIPT

On Thursday, March 20, 1975 the author was invited to speak in behalf of Labor's viewpoint on the problem of vocational education in the State of Michigan at a meeting of the State Advisory Council For Vocational Education at a special meeting called for that purpose in the Veteran's Memorial Building, in Detroit, Michigan.

Following is the Letter of Invitation to speak at such meeting; the Agenda for such meeting; and the Paper prepared by the author and delivered to such meeting.

Because of the interrelationship between the subject matter of the Public Hearing meeting and this paper on counseling and the labor studies associate (and baccalaureate) degree programs supported by the Union, this presentation is included herein.

STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

200 North Capitol Avenue – Suite 601 LANSING, MICHIGAN - 48933

ARTHUR T. SHACK, Executive Director
(517) 373–6407

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Bloomfield Hills, Michigan

MR. RALPH WENRICH
Ann Arbor, Michigan

RONALD F. WILLIAMS
Portage, Michigan

DR. MORVIN WIRTZ
Kalamazoo, Michigan

MR. EDWIN WUEHLE
Escanaba, Michigan

March 14, 1975

Mr. Bruce Kingery
International Representative of the
U.A.W. Ed. Department
8000 East Jefferson
Detroit, MI 48214

Dear Mr. Kingery:

The State Advisory Council for Vocational Education will hold a Public Hearing at the Veterans Memorial Building, 151 West Jefferson Avenue, Detroit, Michigan, March 20, 1975 at 7:00 p.m. The meeting is held in compliance with Public Law 90-576, which requires that the Council is to receive from the public their attitude concerning the effectiveness of the delivery system for vocational education in Michigan.

The Council is anxious to receive opinions about vocational education from the organized labor sector. As an International Representative of the U.A.W., we cordially invite you to present your views during the block of time which has been reserved for that purpose. Due to time constraints, we are suggesting that your remarks be limited to five (5) minutes, you may supplement the oral presentation with a prepared paper.

The Council is particularly interested in knowing about problems in the delivery of services and having knowledge of those problems you believe are exemplary.

Your constructive criticisms will help to insure a more productive delivery system for vocational education.

Sincerely,

C. Nelson Grote

C. Nelson Grote, Chairman
State Advisory Council
for Vocational Education

ms

MICHIGAN

STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

VETERANS MEMORIAL BUILDING

DETROIT, MICHIGAN

PUBLIC HEARING AGENDA

March 20, 1975

7:00 - 7:30 p.m. . . . . .Coffee and Conversation

7:30 - 7:45. . . . . .Call to Order - Vice Chairman, Carlo Barberi
- a) Opening Remarks
- b) Introduction of Council Members
- c) Introduction of Special Guests

7:45 - 8:45. . . . . .Prepared Comments from Selected Area Representatives
- a) Dr. Stella Fulgham, Ass't. Dean of Business Studies, Wayne County Community College
- b) Mr. Al Sheffield, Vocational Education Director, Romulus School District
- c) Dr. Marguerite Hendrie, Supervisor, Animal Health Technology, Wayne County Community College
- d) Mr. Bruce Kingery, International Representative of the U.A.W, Education Department
- e) Mr. Robert Ross, Business Manager, Local 547, International Union of Operating Engineers
- f) Ms. Theresa Brinson, Supervisor, Distributive Education, Detroit Public Schools Center
- g) Ms. Delores Norman, Supervisor, Personal Services, Detroit Public Schools Center
- h) Mr. Herb Tabor, Principal, Kettering High School

8:45 - 9:15. . . . . .Comments from the Audience

9:15 - 9:45. . . . . .Responses from the Council Members & Resource Persons

9:45 - 10:00 . . . . . .Complete Questionnaire

10:00. . . . . .Adjourn Meeting

ORGANIZED LABOR AND VOCATIONAL EDUCATION:
A VIEWPOINT FROM A UAW STAFF EDUCATION REPRESENTATIVE

From the letter of invitation to speak to the State Advisory Council for Vocational Education, it appears that the Advisory Council seeks to know more about the opinions of organized labor regarding vocational education. It is not possible to speak about any educational system without placing a great deal of emphasis upon the "delivery systems" involved and Vocational Education certainly needs to be discussed in terms of the efficacy of its delivery system in Michigan.

However, we cannot rationally discuss vocational education without involving the total concept of education in Michigan and especially in that area referred to as "secondary" or high school education. Many members of organized labor within and without the UAW are of the opinion that the high school system in this State is still most concerned with concentrating upon those students who may be college prep material in the eyes of their parents, teachers or counselors, at the expense of non-college bound students. Can anyone here tell me that students entering high school as Freshmen or first-year students, are not counseled, cajoled or otherwise persuaded into selecting those kind of courses in a high school curriculum that will direct them towards college upon high school completion? Or that to this end, the student is persuaded to make a wide selection of liberal arts courses that will help to assure college entrance after earning a high school diploma?

In how many high schools in Michigan is the major thrust of student

counseling directed towards a college preparatory course curriculum and away from vocational education? Why is it that students who would prefer vocational education courses at the high school level are considered somewhat less favored than those students who elect to take college preparatory curricula? What is wrong with vocational education courses of study at the secondary level of education in Michigan, and elsewhere, that justifies so much attention to be paid to the college prep student and so little, by comparison, to the vocational student?

What is career education? For I believe we have to ask ourselves that question if we are to discuss either vocational education or college preparatory education at the secondary school level with any sense of objectivity.

Is career education just another way of saying: vocational education? To many educators, this is true.

However, if we accept the premise that career education and vocational education are interchangeable, descriptive terms for the same basic educational concept, then we have arrived at a false conclusion and our conclusion is false because our basic premise is invalid.

Vocational education, simply defined, means training a person to be able to perform a set of job skills within a broad, but well-defined area and enabling the person mastering those skills to earn a living therefrom. Our society has been persuaded that vocational education applies only to "blue collar" jobs--and this, I hold to be a fallacy--for any kind of training or learned skills that enables a person to obtain a "job" or "position" upon completing the required studies, is a vocation, is it not? Do plumbers, carpenters, assembly-

line workers and public services employes have jobs or vocations, while teachers and professors, doctors, nurses, lawyers and industrial personnel management types have positions or careers? A blue collar friend of mine, posed this question, said: "What I do for a living is a vocation and what I do to please myself outside my job is my avocation or hobby, and I don't care what the hell anybody else says about it!" He has a point.

Career education suggests more than one job, under more than one set of circumstances, with a variety of learned job skills acquired at different times throughout the working life of an individual. It states simply: learning never stops. Education is not a terminal process. It does not stop with the awarding of a certificate, diploma or degree. It is a lifelong, continuing process, a living, viable, meaningful part of every person's life. And there are no experts. There is only an ever-widening expanse of human knowledge; those who seek it, and those who pass it on.

Nor is age an arbitrary barrier. To assume that one cannot or should not continue one's formal or vocational (in the sense of learning new job skills) education is one of the most potentially dangerous fallacies of this or any age. In a class on steward/committee training on handling grievances I recently conducted, one of the worker/students was a woman fifty years old. She mentioned that she was going back to high school to get her diploma. I asked her: "Are you taking the GED test?" "No," she replied, "I'm taking all the classes I have to take, right along with the kids, and it's the most enjoyable thing I've done in a long time."

The goal of career education should be to enable every person to make

choices, informed choices, as they seek to develop their own careers. Informed choices means making various choices available to the student for discussion and determination, application and diversification. It certainly demands the ex-extension and expansion of counseling capabilities at the secondary school level--and far beyond that--the application of counseling for new jobs, new fields of work, new job skills and new careers in Adult Education.

In the UAW we have noticed the probability for many years in countless summer school assemblies, conferences and educational meetings, that the average worker entering the work force after graduating from high school (or, in an increasing number of instances in today's industrial work force, from college) may well change occupations seven or eight times within the span of his or her working life. Technology and automation being what they are, this is certainly not an unfeasible probability. And with each such job change, a whole new area of self-change presents itself. New job skills, work habits, faces, rules, methods of working, work expectations and as often as not, a whole new life style may present itself to the worker affected by such continuing job changes.

We have evolved from an agrarian society of a hundred years ago, that accepted an elementary education as the norm, to a pre-World War II acceptance of a high school diploma as a reasonable and desirable accomplishment for the greater portion of our national population, to the post-World War college degree as the goal of millions of Americans. People with undergraduate degrees saw the Master of Arts degree as a further stepping stone to self-attainment goals.

In more recent times, the student with an undergraduate degree in History, English, Economics, Sociology or Psychology, for example can't get a job.

His four years of intensive studies have earned for him, or her, a diploma from a Liberal Arts college and a spot in the nearest unemployment compensation line. So what do his advisors and counselors advise him to do when he turns back to them in despair? Enter graduate school, they say. By the time you get your graduate degree things will be better. So back he goes for another year or two to get another degree. Handed the second or third degree, he goes out into the world, seeking "meaningful employment" once more, and finds that the unemployment lines have grown longer in his absence. All those years of study have still not taught him how to get a job. Today, there is an admitted glut of PH.D.'s, in many formal disciplines. For most of them, a good, two-year vocational training course at any community college would open up new worlds of reality and meaning that has eluded them thus far through years of book-cracking researchs and mind-bending lectures.

Perhaps we ought to add yet another rung to the ladder and come up with a degree a notch above the Ph. D. And so the parade continues.

After long centuries, the old meanings and concepts of liberal versus vocational education are still with us. Old meanings of education: the trivium and quadrivium versus the various "mechanical" choices available for vocational education students still confront the entering high school student. This split-choice approach is really no choice at all. The American concept of a free society recognizes no servile class. The idea that the students who select the college preparatory curriculum are somehow preferable in ambivalent ways to the entering freshman student who wants to learn how to become proficient in specific job skills so he or she can obtain a decent job upon high school graduation is an educational anachronism that regretably, is still with us.

Given such facts, a good question for this audience might well be: how many students in how many secondary (high) schools in the state of Michigan do you believe are taught sufficient JOB SKILLS to be able to go out and get a decent-paying job, in industry or elsewhere, upon receipt of that high school diploma? And inevitably, comes the second question, perhaps even more important to all who call themselves "Educators," than the first one: if the Michigan school system is not training high school graduates to a level sufficient to enable them to become self-supporting upon graduation from high school, then what is such schooling really all about?

Should the delivery of educational services at the secondary level be such that worthwhile job skills are included within every student's four-year study curriculum to the extent that a graduate from that school system should be able to make several career choices upon graduation? Or should the delivery of services be such that a student knows he or she must continue education through four (or more) years of college before becoming qualified to enter the job market?

I believe that in far too many instances, the field of choices to the entering high school student is too narrow, too constrictive and too few in meaningful alternatives to have any positive, lasting impact upon an increasing number of high school students in Michigan.

Should we continue to emphasize theories, abstractions and possibilities that lead to baccalaureates in liberal arts and graduate degrees in non-essential areas?

Must we continue to design secondary and postsecondary curricula,

based upon what certain professional educators and administrators consider to be the areas of student needs and concern? Especially, if those administrators and educators in actuality, are almost wholly insulated and isolated from the ever-changing world of work in our industrial, technological society? Should we stop trying to fit students into a Procrustean bed of paternalistic, academic design and anachronistic thought patterns and begin to think in terms of implementing a student curricula that will produce a graduate who has sufficient knowledge in enough areas of both academic and vocational skills to be able to exercise a broad and wise choice of career opportunities upon entering the work force? It is a rhetorical question, of course. Such is the need. The answer is obvious.

A college prep graduate who can't stop a leak in the kitchen sink, change a tire, replace a lightbulb, fix the lawnmower or devise a workable personal financial budget, has two strikes against him, regardless of his honor point average.

On the other hand, the vocational education graduate who knows little or nothing about economics, the events of history that have affected his life, the social institutions that will relate to him for all his adult working years, and how to get along with his fellow workers and neighbors in workplace and community in a series of intricate social settings, is at best a simple clog in a vast, complex industrial machine.

Since the ultimate objective of all education must be for the student to become a well-adjusted, self-sustaining member of society, conscious of his own worth and being, should we not begin to replace the obsolete concepts of education as a terminal process, and begin to look at education with a new and

more accurate viewpoint: as a lifelong learning opportunity?

Who is to say that a student electing to continue studies beyond the completion of secondary education, should not be taught sufficient "job skills" to enable him or her to compete in the job market as well? Or, who is to say that a student who elects a vocational curriculum in high school should not be advised to supplement that vocational training with a liberal arts curriculum of sufficient quality to make entrance into postsecondary education a mild and favorable transition if, and when, such choice is subsequently made by the student?

It seems that over the years a dichotomy has been created, nourished and perpetuated between college prep and vocational ed courses and curricula. That dichotomy has no place in the realities of today's world. What is needed is a combination of the best that these two worlds of educational direction have to offer:

1. Giving every high school student the opportunity to learn a craft or skill that will enable them to move with the least amount of difficulty and adjustment from the secondary school classroom into the world of work.
2. Giving every college-oriented student an introduction to vocational training skills, and every vocational education student a sufficient foundation in college preparatory courses so that the career opportunities of both can expand in similar proportion.

It is a tragedy, indeed, to know that each year, from far too many secondary institutions of learning, come graduates who do not have even those basic skills they need to be effectively absorbed into world of work. If high school graduates are not able to read, write, reason and cope effectively with

life at the twelfth grade level, our educational institutions, as well as our society are in serious trouble.

From what we know today about secondary and postsecondary educational opportunities, certain factors stand out in bold relief and present an obvious challenge to the rigid and highly institutionalized system of public schools:

1. Secondary schools are not graduating students with any noticeable job skills in far too many instances. If the graduating student is able to go on to college, the effect is minimized insofar as immediately-marketable work skills are concerned; distressing reports of high school seniors who read or write at less than the twelfth grade level are all too common.
2. High school graduates, who were unable to benefit from vocational courses at the educational level, to the extent that desirable courses either were unavailable or inadequate to insure job-seeking success in the labor market, discover that they must return to school--at the community college level--to attempt to attain the skills they were unable to acquire in twelve previous years of attending public schools in Michigan.
3. Community and junior colleges, with their open-door policies, are meeting and filling a need in every community that secondary schools, in too many instances, are not meeting. We have found, in all our relationships with the two-year colleges, that whatever the needs of the community's citizens are, community colleges do their level best to meet and fulfill those needs. Community colleges increasingly,

are filling the voids in meaningful educational/vocational opportunities that the secondary schools are not.

4. There are so many things that the community colleges are doing well, in our opinion, that we would like to mention some of them, and say to the public school system, both elementary and secondary, and to the postsecondary school institutions: "Look to the two-year community and junior colleges for leadership, innovative changes and example." Not the least among these new and innovative changes and approaches to education is the "open door" policy, wherein anyone over the age of eighteen is admitted. Entrance examinations, by and large, have given way to academic performance, which is, after all, a more accurate and realistic way to deal with adults seeking to improve present skills or to acquire new ones, than in demanding entrance examinations whose content may not be at all relevant to the academic and work experiences of the student applicant.

5. Selection of instructors in specialized areas from the ranks of people with experience gained from years of practical application in their specialized skills, a more informal classroom atmosphere, and the "input" into such classroom discussions from the wealth of life experiences of the student body--all these things combine to make the community and junior colleges the place "where the action is!" in many ways, today.

6. The "hands-on" method of teaching, wherein the student learns by doing, appears to be the "norm" in community/junior college methods and techniques. Contrast this to the "lecture" methods of the majority of secondary schools and colleges today.

How does the foregoing relate to secondary schools? Consider the "open door" policy, itself. Open door means that those persons over eighteen years of age who apply are accepted. The high school drop-out (who most likely was "turned off" by the overly-institutionalized, bureaucratic rigidity of the high school system itself, to force such decision to quit) in time, discovers that lack of saleable job skills forces him or her into lower-paying, more menial job conditions. Hearing of the possibility of learning trade or other occupational skills that will provide a higher level of wages, better job opportunities and greater income security, he or she enrolls in a community college. There--in a "hands on" approach to education--learning takes on new meaning. Each day increases confidence in the ability to learn new and worthwhile job-producing skills. Compare this approach to teaching realistic skills with the secondary school system of stereotyped curricula, and the Twentieth Century emphasis, even today (in a little more than warmed-over version of the ancient Greek trivium/quadrivium-versus-the-mechanic approach to teaching) of courses of study that leave high school graduates ill-prepared to take their place in an industrial society.

One of the older, yet devilishly accurate maxims in education that does much to point the finger to what is wrong with the curricula

in secondary schools today is the one that states: When a course becomes obsolete and of absolute use to nobody, make it mandatory! And, before you pass over this statement too lightly, stop! Read it again in the light of virtually any high school curricula at random.

Secondary schools that do not afford students the opportunity to learn sufficient skills to be able to enter the work force upon graduation with a marketable skill, I believe, betray the trust placed in them by taxpaying parents. Secondary school graduates who read and write with anything less than twelfth grade skills are a negative reflection on the school systems that permit such inferior standards.

The United States Army has long advocated a completely realistic and practical answer as to where to place the proper blame or responsibility in such cases. The Army states: If a student fails to learn, the instructor has failed to teach. Michigan educators, please note.

The fact that high school graduates in increasing numbers of instances, are almost wholly unprepared to become integrated into the world of work on graduation, has shifted the responsibility from the high school to the two-year community college. And those secondary school graduates who enroll in the two-year colleges in an equally large number of instances have to take remedial courses in those basic learning skills they should have acquired much earlier.

7. Career Education, it seems to me, considers several basic factors, all of which appear to find expression at the community/junior college level, as compared to secondary or to other postsecondary institutions. Career Education, to be successful, has to consider the fact that people are going to have not one or two, but several different and widely-varied jobs during their work lives. Each time they change jobs, it is going to mean learning new job skills, or greatly improving present job skills or combinations of both.

Therefore, an objective approach to a definition of Career Education should consider education as a lifelong, continuing factor in the lives of our Nation's people. Certificates, diplomas and degrees should no longer be viewed as an end to themselves. Instead, Career Education must involve a practical and pleasant mixture of actual work and classroom learning situations throughout one's lifetime, from secondary schools through retirement. Career Education is no more static than change, itself. It offers unlimited opportunities to educators with the ability to communicate effectively with the dual worlds of work-and-living and knowledge-through-academic-learning.

8. Career education, in addition to being a fact of life, must do more than just prepare men and women in today and tomorrow's work force to become proficient in an ever-changing number of job skills. Career Education must offer the adult worker--whatever the job may be--an opportunity to increase one's awareness, concern, personal participation, and need for a more socially-aware kind of involvement

in everything that affects him or her in home and community. To this end, the liberal arts and humanities areas of our educational institutions, combined with the practical training job skills offered by vocational education can and will do much to change many of the things that are wrong with our educational institutions, today.

9. We have tended to think of vocational education in terms of job skills and have largely ignored the social sciences, the liberal arts and the humanities in terms of contributing to the makeup of the individual-as-a-whole. Or else we have concentrated our efforts upon making a scholar out of a student and have not considered the fact that scholars in a technological society suffer social and economic alienation as severe as any group.

10. These things: teaching people skills on a continuing basis (designed to meet the constantly-changing needs of a technological society in a world of finite resources), skills that will enable them to command an acceptable standard of living; teaching them, in addition to work-oriented skills in whatever area they choose, those courses of instruction in the liberal arts and humanities that will enable them to function most effectively as citizens in a world society--and to do so on a continuing, lifelong basis, on the premise that the only <u>constant</u> in life is <u>change</u>, itself, and that meeting those changes, coping with them and adjusting to them in a sane and rational manner--this is what Career Education is all about.

And this is the task of vocational education: To stop thinking about

vocational education in terms of blue collar workers, second class educational citizens, the undereducated, the less desirable career choice route, and last-chance choices when all else has failed, and think about the vocational educations within the concept of Career Education in terms of the "whole person."

I would be remiss if I did not mention, most favorably as a living example, the advent of an educational event whose time has come: the Associate Degree in Labor Studies program. We have cooperated most successfully with other union organizations and with the faculty of many community colleges and junior colleges and with their professional parent organization: The American Association of Community and Junior Colleges (AACJC) in initiating and implementing several two-year Associate Degree in Labor Studies programs at many two-year colleges, both here in Michigan and elsewhere throughout the United States.

Perhaps it is this association with the many interested and fully cooperative community college staff faculty members as we have developed this program to increase the skills of union members and labor leaders at the local union level, that has caused us to view the two-year colleges in such a favorable light.

We have watched as our union members and local union leaders have progressed through the labor studies programs at those community colleges, programs complemented and supplemented by such liberal

arts subjects as economics, sociology, psychology, history, English, speech, safety and health courses, and courses selected by them from the catalogs of community college curricula, and we have seen the proof that Career Education for workers can be a reality.

Labor education programs, accepting the fact that the workers-as-students who are enrolled in them, already have marketable job skills, train these local union members and leaders to become proficient in those union-related skills that are being used to make the workplace a better place to work. In addition to that, other socially-oriented skills learned at the community college level, enable these students to better serve their members and their families, and in turn, their entire communities, in such a way as to effect a gradual change in our total society towards a society that is more humane and socially aware.

Vocational education and liberal arts education should be combined for the best features of both, and, implemented on a lifelong, continuing basis, form the synthesis for a higher stage of educational evolution: Career Education.

If this is to come to pass, it seems to me that there is one specific area where we could begin: Guidance and Counseling.

Warren W. Willingham, writing: A Review Of Career Guidance in Secondary Education, for the College Entrance Examination Board,

New York, 1972, Pages 12-14, makes the following concerns about counseling:

1. There is too much emphasis on one-to-one counseling;
2. Counselors are not adequately trained and lack the specialized knowledge to perform the many diverse tasks involved in educational and occupational counseling;
3. Counselors have limited authority and relative low status in school systems;
4. Career guidance is a minor commitment of most counselors who prefer personal counseling and guidance for college;
5. There is too much emphasis on guidance for college, and college guidance is largely restricted to selection of institutions with little consideration of career implications;
6. Counselors spend most of their time on administrative, clerical, and disciplinary duties;
7. Guidance is often regarded as a costly fringe service which is usually undersupported and is subject to cuts in times of economic stress;
8. Guidance services as now constituted lack relevance and practical value;
9. Present guidance programs tend to focus on adding to general happiness--they lack specific realistic goals;
10. Available occupational information is inadequate and uninteresting to students;

11. Counselors are isolated from the rest of the school staff, vocational guidance is given in bits and pieces, and vocational and academic guidance are given separately;

12. Counselors have insufficient understanding of the special needs of ethnic minorities.

These twleve points of concern in the area of counseling by a noted educator would certainly seem to be a good place to begin to change education in Michigan to bring it more fully into the last quarter of the Twentieth Century.

Contrary to the opinion of most principals, teachers, administrators, school boards and teachers, instructors and professors within the spectrum of our educational institutions, counseling is the logical place to begin to restructure the educational system, for all the reasons noted by Dr. Willingham. Counseling must be upgraded throughout the entire school system; counselors need an effective professional organization to speak for them, represent them and give them the equal status with the teaching professions they form such a vital adjunct to; and counselors should counsel! Perhaps the greatest complaint heard in any school by a counselor is that they spend most of their time on a daily basis, doing everything but counseling. No wonder our educational system suffers!

For an excellent resource of information, I would refer you to what

I believe to be probably the best book yet written on career education: Essays On Career Education, published by Northwest Regional Educational Laboratory, Portland, Oregon, under contract with the U. S. Office of Education/National Institute of Education. (Stock No. 1780-01147) Herein are contained essays by some of the foremost authorities in U. S. education, today.

In conclusion, I believe that Career Education should begin in the junior high schools; it should receive heightened interest and concern at the secondary level through more meaningful curricula and better, more effective counseling practices; it should seek to integrate the best of both worlds in both vocational and liberal arts education; it should instill in every student, not only a deepset love of knowledge, but a lifelong dedication to learning; it should foster a mutual area of interest between the two-year and four-year post-secondary institutions, and it should reach out to take proper cognizance of and integrate the world of work with the world of academe.

Submitted by:

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